A SURVEY OF THE REPUBLIC COUNTY HIGH SCHOOLS

by

FRANK BROKESH

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TABLE OF CONTENTS

INTRODUCTION

The schools in Republic County are a very important enterprise, ranking second to agriculture. Republic County is located in North Central Kansas, in the transition zones between the corn and wheat belts. Most of the country is very well suited to agriculture. There are ten third class cities and one second class city in Republic County. Eight of these cities are offering four years of high school work, one having two years, and two having rural high schools offering four years of training.

During recent years the increased expenditure of the city schools has placed a great burden upon the real estate of these districts. Such high school districts are outgrowths of comparatively small rural districts. The only added revenue the high schools have over that of rural schools is the added town property, and some tuition, as there are no industrial developments in these small towns. The county has a valuation of $40,951,496 of which only $14,639,875 is taxed for high school purposes. No doubt this is the reason for high taxes in city districts. Under the present plan, pupils from rural districts may attend high school in the various cities, and the rural district pays three dollars a week or $12.00 a month for tuition.

The United States Bureau of Education estimates (1925-1926) that it costs $185.74 per year for one pupil or approximately $21.00 per month per pupil enrolled in high school. Thus, it would seem that the city property owners are unjustly taxed. This apparent unfair taxation and the fact that many children are far removed from high school leads the writer to investigate how this situation could be remedied.

During the past fifteen years there has been a rapid change in educational aims, attitudes, and requirements. The primitive form of education was one of neglect. The children were often taken out of school to earn a living. Statistics obtained during the World War indicate that twenty-five per cent of the men were illiterate. It is likely that there were as many illiterate women as there were illiterate men during the World War. Statistics also show that many men were rejected because of physical handicaps.

The present attitude of the state is that it is more economical to train the children than to support the adults during their unproductive years. It is of equal importance that these children have strong bodies so that they will be self supporting. Education today is a necessity rather than a luxury as was formerly thought.

In Republic County as in many other communities in the United States there has been a rapid increase in high school expenditures. This has been brought about by enlargements and improvements in the high schools. The districts have levied taxes almost as high as the state laws will permit. There has been a similar increase in real estate taxes, and under the present conditions it is especially acute. The high schools need more improvements because they do not meet the state requirements.

Many schools have met the financial situation by consolidation. In the past decade there was an increase of fifty-one per cent in school consolidation. These schools have the following advantages: better teaching, better supervision, broader high school curriculum, and rural control. The last item is important because in the past city schools have not been in sympathy with rural districts. The high schools have been offering good college preparatory courses, but have not offered enough agriculture and home-making.

PURPOSE AND METHOD OF THE SURVEY

It is the purpose of this survey to show:

1. That the taxes assessed against city property would be materially lowered.

2. That it is possible to improve facilities for high school training by revising the districts of the county.

3. That the buildings, equipment, curricula and teaching staffs would be improved under the proposed system.

4. That opportunities for the rural student would be improved.

The methods adopted in making this investigation are:

1. A survey was made of the high schools in Republic County by visiting the various high schools and interviewing the principals.

2. A study was made of the expenses incurred in conducting high schools under other methods of administration.

DISTRICTS

The data tabulated in Table I shows the average area for the high school districts in the county to be 15.55 1/3 square miles, the largest being 53 square miles, and the smallest 6.75 square miles. The total area of the high school districts is 171 square miles, or 23.75 per cent of the county. There is great inconstancy in the valuation of districts. School District I has a valuation of $3,775,000 and supports about the same size of school as District J which has a valuation of $773,900.

Table I. Area and Evaluation of Districts of Republic County.

School District	A	B	C	D	E	F
Evaluation	$680,080	$741,368	$914,242	$409,555	$1,182,409	$2,980,826
Area of District	7 1/5 A.	7 A.	8 A.	6 3/4 A.	12 1/2 A.	14 A.
Area of School Grounds	4 A.	1 A.	1 A.	2 A.	2 A.	1/2 A.
Area of Athletic Field	2 A.	No	No	No	1 A.	Fair Ground
Total Area	6 A.	1 A.	1 A.	2 A.	3 A.	1/2 A.

School District	G	H	I	J	K
Evaluation	$407,452	$2,066,031	$3,775,000	$773,900	$709,012
Area of District	8 A.	39 A.	53 A.	8 1/8 A.	7 3/8 A.
Area of School Grounds	3 A.	1 A.	1 1/2 A.	2 A.	2 A.
Area of Athletic Field	1/2 A.	1/2 A.	2 A.	No	No
Total Area	3 1/2 A.	1 1/2 A.	3 1/2 A.	2 A.	2 A.

A. -- acre

Under the proposed plan the districts would average 100 square miles, and would include the entire county. The smallest district, I, would be 80 and the greatest, F, would be 160 square miles. There are four smaller districts by area which are to be consolidated with other districts that have town property. What the four smaller districts lack in area will be balanced by town valuation. The three largest districts have not been consolidated with any districts that have town property. The largest district is F, which is the county seat. It has the best school system, having the most teachers and students. Most of the area is north and south of the county seat, and has all-weather roads leading into town F.

GROUNDS

School F uses the fair grounds for athletics. The grounds for the other schools range from one to six acres--the average being 2.3 acres. The median for consolidated schools in the United States is five acres, however part of them are elementary schools. It is desirable for high schools to have from five to ten acres of play grounds. Three schools have one acre each, which is inadequate. Three of the schools under the proposed plan are near the

edge of town and could buy adjoining property. Three of the schools are located in town, and would be required to buy additional grounds some distance from school. In either case the conditions should be greatly improved. Five to ten acres of play ground provides ample space for play, science, and aesthetic effect. During the World War one-third of the men were rejected on account of physical disabilities. The efficiency of the United States soldiers was due to athletic activities. The addition of athletics to the school system of America is one of the greatest events in ethical training. Schools are providing for more play grounds, realizing that exercise on the street is not enough. The boys working on the farm in the summer develop physically, developing some muscles at the expense of others. It is desirable to have several types of equipment thereby accommodating a large part of the student body. Volley ball is a very good game for girls. It provides good exercise, inexpensive equipment, and four to twenty may play at the same time. Interclass games should be played, so that the weaker children would be included in the games.

BUILDINGS

All schools reporting were adequate in size; four schools varying from one to three teachers reported enough room to provide for at least 50 students. This indicates

Table II. Building and Administration

School District	A	B	C	D	E	F	G	H	I	J	K
Building											
No. rooms	2	5	5	4	8	14	1	8	7	6	7
Cubic feet	21,504						26,460		40,000	28,000	10,920
Square feet	1,792						1,890		4,000		840
Heat	Steam	Steam	Steam	Dry	Steam	Steam	Dry	Steam	Steam	Steam	Dry
Adequate	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Fair
Ventilation	Window	Window	Window & Shaft	Window	Window	Window	Window	Window	Gravity Window	Gravity	Window
Adequate	Yes	Yes	Yes	Yes	Fair	Yes	Yes	Yes	Yes	No	Yes
Blackboard											
Kind	Slate	Slate	Slate	Slate H. plate	Slate	Slate	Slate	H. plate	Slate	Plaster	Slate
Placement	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good
Adequacy	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	V. Poor	Yes
Floor	Oil	Oil	Oil	Varnish	Oil	Comp.	Oil	Oil	Varnish	Oil	Oil
Cloakrooms or Lockers	None	Cloak-rooms	Cloak-rooms	None	Cloak-rooms	Lockers	None	Lockers	Lockers	None	Cloak-rooms
Separate	No	No	No		No	Yes		Yes	Yes		No
Teachers	No	No	No		Yes	Yes		Yes	Yes	No	No
Toilets	Outdoor	Indoor	Outdoor	Outdoor	Indoor	Indoor	Outdoor	Indoor	Indoor	Outdoor	Outdoor
Superintendent's Office											
Equipped	None	Fair	Fair	Fair	Good	Good	None	Fair	Fair	Fair	None
Private		Yes	No	Yes	Yes	Yes		Yes	Yes	Yes	
Cot		No	No	No	No	Yes		No	Yes	No	
Desk		Yes	Yes	Yes	Yes	Yes		Yes	Yes	Yes	
Chair		Yes	Yes	Yes	Yes	Yes		Yes	Yes	Yes	
Files	Yes	No	Yes	Yes	Yes	Yes		Yes	Yes	Yes	
Safe	Yes	Yes	Yes	Yes	Yes	Yes		Yes	Yes	Damaged door	Yes
Telephone	No	No	Yes	No	Yes	Yes		Yes	Yes	Yes	Yes
First Aid	Yes	Yes	Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes

H. plate -- Hydro plate
Comp. -- Composition
V. Poor -- Very Poor

that under consolidation, no new buildings would be needed for classrooms. All schools should have vocational agriculture shops. Several schools should have additional auditoriums and gymnasiums.

We expect about 53 per cent of the children between the ages of 14 and 18 to spend at least six hours a day, 180 days of the year, over a period of four years in high school. It is necessary for us to provide for their health, comfort, and efficiency in study. While training these children for living in a democracy they should have a good workshop and home. They will then demand a good workshop in their adult life.

The high school standards for size of buildings are as follows:

1. Fifteen square feet per pupil enrolled.

2. Each pupil to have 215 cubic feet of fresh air every 10 minutes.

School K, which is the smallest school reporting, has enough room for 50 students. It now has an enrollment of 36.

The building should be divided according to the following plan:

Administration, not more than ------ 12 per cent
Instruction ---------- 50 per cent
Accessories ---------- 3 per cent
Stairs and Corridors ---------- 20 per cent

Flues----------5%

Walls and Partitions----------10%

Schools A, G, and K, do not have an administrative office. These schools are inadequate in this respect.

Below is a score card for standard high school buildings.

1. Spacious halls without side obstructions or pockets.
2. Outside light in halls.
3. Halls with quiet floors.
4. Halls acoustically quiet.
5. Sanitary walls and trim throughout.
6. Playground easily supervised.
7. Toilets easily inspected.
8. Small panes of clear glass in all classroom doors.
9. Girls activities near together.
10. Boys activities near together.
11. Administrative offices grouped.

The writer has observed that schools A, E, F, H, I, J, have spacious halls without side obstructions or pockets, while the other schools lack in this respect. In the halls, all schools have outside light. School H does not have enough light in the halls. School F has a good quiet floor, but the other schools have wood floors which are noisy. School F has sanitary and trim walls. The other schools

could be improved. The playgrounds are easily supervised in all the schools. School F has small pane of glass in the doors, while the other schools lack in this respect. Activities for the boys and girls are grouped separately in all schools. The administrative offices are grouped together among the schools having this equipment.

Table I indicates that heat is inadequate in School C. Heat is only fair in School K; however, this is one district to be disorganized. Three schools have dry heat which is unsatisfactory. They are to be disorganized. The hot air furnace dries the mucus membranes of the respiratory tract, causing discomfort and injuring the health of the pupils. The rest of the schools have steam heat, which is good in cold weather, or rapid changes in temperature. Hot water furnaces are best for heating in mild climates, such as Kansas.

Only window ventilation is used in eight schools. District C, has window and shaft, J has gravity, and I has a window and gravity system. Window ventilation is not satisfactory. Children near the windows suffer from cold drafts, while those in the inner part of the room do not get fresh air. This condition could be improved by the use of window boards. A great deal of coal may be saved by using forced ventilation system. The air is used over and over after it has been humidified, and cleaned of dust and carbon

dioxide.

One school has a composition floor that needs no finish. Two have varnish, and eight have oiled floors.

Four schools have cloak rooms, three have lockers, and four have neither. Three have separate lockers for boys and girls which is desirable. Four have private lockers for teachers.

Six schools have outdoor toilets which are undesirable, and five have indoor toilets.

The superintendent's office is well equipped in two schools, fair in six, and three have none. It is privately located in seven, but not in one. Two have cots for sick pupils; the rest have none. Nine schools have safes, one has none, and one has a safe with a damaged door. Seven schools have telephones. Ten schools have first aid kits.

In order to have an efficient office C. R. Gates, Grand Island, Nebraska, advocates the following equipment.

1. A large flat top desk "sanitary" type.

2. A filing cabinet containing letter size drawers, a 5" x 8" card section, a 4" x 6" section, and sometimes a 3" x 5" card section.

3. A good standard typewriter and a desk for it.

4. Mimeograph.

5. A professional library for use of superintendent and teachers.

6. Suitable cupboard or storage facilities for all printed blanks and office supplies.

7. A desk telephone.

8. A comfortable chair for each person employed in the office and a few chairs for visitors.

9. An adding machine.

10. A recent map of the city framed and hung on the wall.

11. A set of pigeonholes to hold mail, circulars, small supplies, etc.

12. A paper cutter, a paper punch, and a wast basket.

FURNISHINGS AND EQUIPMENT

The February 6, 1915, issue of School and Society, reported that they found seating conditions so bad that 3.5 per cent of the country school children had spinal curvature, as compared with .13 per cent of the city children having the same defect. All schools in the country have single seats. Four schools have unadjustable seats. Adjustable seats and desks (actually adjusted and not permanently rusted into some chance position) furnish the only satisfactory solution to the problem, but temporary alterations such as screwing a board under the desk or chair or careful assignment of seats where several types are

Table III. Furnishings and Equipment

School	A	B	C	D	E	F	G	H	I	J	K
Seating											
Adjustable	No	No	No	Yes	Yes	Yes	No	Yes	No	Yes	Yes
Adequate	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
Varnished	1/2	Fair	Yes	Yes	Yes	Yes	Fair	Yes	Yes	Yes	Fair
Bookcases											
Closed or Open	Closed	Closed	Closed	Closed	Open	Closed	Closed			Closed	Closed
Glass, Wood, Steel	Glass	Wood	Glass	Steel		Glass	Wood			Glass	Glass & Wood
Library											
No. Volumes	400	850	300	300	200	2500	130	435	1000	500	300
Catalogued	Partly	Yes	No	No	Yes	Yes	No	Partly	Yes	Yes	Yes
Dictionaries	2	2	2	5	16	14	2	4	4	2	3
Magazines											
(Cost per year)	$20	$12	$20	$18	$30	$125	$5	$15	$15	$20	$10
Newspapers											
(Cost per year)	$3.50	No	$6	$4	$12	$25		$105	$8	$5	No
Source of Drinking											
Fountain	Yes	Yes	Yes	Yes	Yes	Yes		Yes	Yes	Yes	
Cups							Yes				Yes
Individual							Yes				Yes
Bubbler	Yes	Yes	Yes	Yes	Yes	Yes		Yes	Yes	Yes	
Flags	Yes	No	Yes	No	Yes	No	Yes	No	Yes	Yes	Yes
Thermometer	Yes	No	Yes	No	Yes	Yes	Yes	No	Yes	Yes	Yes
Washing Lavatory	Yes	Yes	Yes		Yes	Yes		Yes	Yes		
Paper Towels	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Basin				Yes	Yes		Yes	Yes		Yes	Yes
Bulletin Board	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Laboratory Equipment											
Domestic Science		$70	$75		$150	$1000		$250	$750		
Domestic Art		$60	$70		$75	$200		$305	$250		
Manual Training		$60	$50		$400	$1000		$400	$750		
History Maps	$75	$40	$10	$10	$50	$200	$15	$80	$60		$75
Biology			$10		$50	$100			$35		
Physics	$125	$60	$125	$50	$200	$200		$275	$400		$200
Agriculture	$10	$12	$10	$5	$120	$75		$30	$75		$50
Auditorium											
Rent or Own	Rent	No	Rent	Own	Rent	Own	Own	Own	Own	Rent	Rent
Seating	200		80	200	300	900	200	325	800	80	300
Acoustics	Fine		No	Fair	Good	Good	Good	Fair	Good	Fair	Good
Stage Size (ft.)	9x12	None	12x20	10x15	15x25	20x40	9x14	12x24	14x26	15x24	12x20
Footlights	Yes		Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Poor
No. dressing rooms	Wings		2	Class r.	Wings	5	2	2	2	2	
Location			Good	Good		Good	Good	Good	Good	Good	
Privacy			Yes	Yes		Yes	Yes	Yes	Yes	Yes	
Adequacy			Yes	Yes		Yes	Yes	Yes	Yes	Yes	
Overhead Lights	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Gymnasium	Yes		No	No	No	No	No	No	Yes	Yes	Yes
Own or Rent	Rent	Rent	Rent	No	Own	Own	No	Own	Own	Rent	Rent

available, may do much to minimize the evil. One school, E, does not have enough seats.

Two districts H and I, have no bookcases, and E has an open bookcase. Of the eight schools having bookcases, A, C, F, and J, are enclosed with glass; G and B, with wood; and D, with steel. It is desirable to have bookcases at least in the study hall and in the English room. Kansas school laws require that libraries be catalogued. Three schools of the eleven have catalogued libraries. Two schools have the system partly established. It is generally conceded that libraries which are not catalogued lose more books annually than the libraries which are catalogued.

The distribution of dictionaries is not satisfactory. School K has seven rooms and three dictionaries. School H has eight rooms with four such books. While E, has eight rooms with sixteen dictionaries. It is desirable to have a dictionary for each room, but two for each is unnecessary.

Nine schools have bubbler drinking fountains. Two districts, K and G, have individual drinking cups. Individual drinking cups are theoretically and in some cases all right, but practical experience has proved that in schools, individual cups used more than once are unsatisfactory and unhygenic. Therefore, they are not to be advocated as approved for any school.

Four districts B, D, F, and H do not have a flag for each room. The state law requires a flag for each room.

Three districts B, D, and H do not have thermometers to indicate the proper temperature for each room. When the incentive to work was not great, according to the findings of the New York State Commission, the children actually accomplished 15 per cent less physical work at 75 degrees and 37 per cent less at 86 degrees than at 68 degrees Fahrenheit.

All schools have paper towels which are satisfactory. Four districts D, G, J, and K, only have wash basins. The other districts have laboratories. The common wash basin, sometimes used where a supply of water is scanty, is almost as dangerous as the common towel. The writer has observed that water is not always emptied but used by several children.

Bulletin boards are used in all the schools, but a few are rather small.

School J, was unable to give the value of the science, industrial arts and history equipment. Four schools do not have homemaking equipment. School B, has $70 and C, $75 worth of cooking equipment. It is necessary that these schools should purchase more equipment. According to Rust and West (18) the cost of new standard equipment is about

$170.42. This does not include tables, cupboards, etc., which the schools already have. Dictricts B, C, E, have sewing equipment valued at $60, $70 and $75 respectively. New equipment for sewing would cost approximately $348.84, which indicates more equipment is needed.

District B, has manual training equipment estimated at $60, and C has $50 of such equipment. This is inadequate to offer a good course in manual training. The course offered with so little equipment is impractical, because only an inferior course of woodworking can be offered under these conditions. It could be changed into a general shop, but more equipment would be needed.

In these small schools many of the boys return to the farm. This manual training equipment could be used to equip a vocational agriculture shop.

Districts B, C, D, E, G, and J have history maps valued at $40, $10, $10, $50, $15, and $60 respectively. These maps are old or too few for adequate instruction.

Only four schools offer biology, with an average of $48.75 investment in laboratory materials. This is too small to give satisfactory results. In schools of this type (14) the accepted standard biology equipment costs about $320. The replacement is $38 per year.

Nine schools offer physics with an average of $181.67 laboratory equipment. In schools of this type (14) the accepted physics equipment costs about $762 with $50 for annual replacement. Standard general science equipment costs about $175.60 with annual $38 replacement.

The above equipment valuations are for a class of 12 students in physics, biology and general science. (These values include a drop in prices, as reported by the Physics and Botany Departments, K. S. C., Manhattan, Kansas.)

Nine schools offer one year of agriculture, with an average of $43 worth of equipment.

Under the proposed plan each district would offer vocational agriculture. Part of the equipment could be built by the students and supervised by the teacher. According to Davidson (6) a shop 24' x 30' would cost $1,000. The equipment could be made and purchased for $200. This would provide project material for the vocational agriculture class. The teacher should be experienced in building construction.

The need for auditoriums in high schools is so obvious that a discussion of their function is unnecessary. As yet only a few schools have realized the possibilities of the auditorium as an educational factor. The auditoriums in

districts C and J will seat 80 people. These are inadequate for satisfactory results. Five of the districts own auditoriums and five rent these buildings. The acoustics in the owned buildings is better than in rented ones, however only five reported good on this item. Stages in some places are too small; A is 9' x 12'; D is 10' x 15'; G is 9' x 14'. Schools A and E use the wings for dressing rooms. The wings are inconvenient for students as well as teachers. The dressing rooms are satisfactory as to location, privacy, adequacy and lights, in the other schools. It is desirable for the districts to own the auditorium. The building may be remodled to meet the needs of changing conditions. It takes a great deal of time, transporting equipment to and from the city auditorium. The teachers have difficulty in supervising education away from the school building. Students do not feel responsible to the school administration when away from school.

Districts A, I, J, and K, use the auditorium for a gymnasium. The building must be especially designed to serve two purposes. An assembly room should be provided with a stage of ample proportions. It would be a waste of funds to have two separate rooms, one for an auditorium, another for a gymnasium.

Some interesting plans, especially those designed by William B. Ittner of St. Louis, show an enlarged stage as a gymnasium. By means of a temporary partition or drop curtain this may be reduced to the ordinary-sized stage or opened up to the audience as a gymnasium. In this connection the following from Bulletin No. 23 of the United States Bureau of Education (1922) says:

"Experience has proved that it is altogether feasible to expand the stage to the size of a standard gymnasium and by this method to increase the seating capacity of the auditorium whenever desired. The combination stage-gymnasium also has other advantages. It gives opportunity to view physical educational exhibitions from the auditorium and make provision for large choruses, symphony concerts, and community activities for which an ordinary stage is always inadequate." (An example of this type of room is found in the high school at Admire, Kansas.)

In the proposed plan a sound proof curtain would separate the stage from the auditorium. This would provide for the use of the gymnasium and auditorium at the same time.

The new addition would be placed with the stage-gymnasium against the present building, forming a T-type structure. Recitation rooms in the present building could be used for dressing rooms. The townspeople would not have access to the main part of the building. In case more

building additions would be necessary they should be placed at the other end of the auditorium, making an H-type building out of a T-type.

ORGANIZATION

Forty-five per cent of the high schools of Kansas are rural high schools. Republic County has eighteen per cent such schools. Eighteen per cent of the schools in the county are consolidated, compared to nine per cent of such schools in the state. However those consolidated in the county are but eight square miles in area and therefore are union districts and are organized by combining two districts. Rural high schools have not been organized as rapidly in the county as in the state. City districts of the state comprise forty-three per cent of the schools. Republic County has sixty-four per cent city schools.

The plan of organization for high schools in the state are: 4 (high school separate from grades), 46 per cent; 8-4, 36 per cent; 6-3-3-, five per cent; 6-2-4, four per cent; 2, three per cent; 8-2, two per cent; and 6-6, two per cent. There are other plans in the state but each is less than one per cent. The county has 82 per cent city schools and the state has 39 per cent such schools. This

Table IV. Republic County High Schools Organization

School District	A	B	C	D	E	F	G	H	I	J	K
Organization Types	City	City	Cons.	City	City	City	City	R.H.S.	R.H.S.	City	Cons.
Plan	8-4	8-4	8-4	8-4	8-4	8-4	8-2	4	4	8-4	8-4
Supervised Study	Yes	No				Yes	No		No	No	No
Periods a Day	6	8				6	8		8	8	8
Athletic Period	No	Yes				No	Yes		Yes	Yes	Yes
What Time		3:15-4:00					3:15		3:15-4:00	3:15-4:00	3:15-4:00
Enrollment	38	73	68	23	110	254	11	80	45	56	36
Mills Levy	9.0	11.3	13.0	9.0	11.8	17.8	10.3	6.0	3.5	9.5	10.0

Cons.----------Consolidated

R.H.S.----------Rural High School

indicates that the county has more city schools with small districts, than the state has. At present one school in the county is planning to vote for a rural high school.

Seven schools reported on supervised study, number of periods a day, time of athletic period, and whether or not athletics were offered during school hours. Two schools, A and F, have supervised study six period a day. Some years ago the schools had eight periods a day. Theoretically one-half of the time was devoted to study, the other one-half to recitation. The number of pupils in the study hall was large. The student usually studied subjects other than the study hall teacher was able to supervise. In most cases the study hall teacher was unable to direct study. Her help to the students was of little value when students wanted help on subjects she did not teach. In practice the study hall was inefficient. The students wasted their time and were a discipline problem for the teacher. Five of the seven schools in the county still have study halls, the school day having eight periods.

Schools B, G, I, J, and K have the physical education class during the school day. Schools A and F have athletics after school hours. Athletics offered after school hours attract only the good athletes. The students who really need physical development and exercise do not get it. If ath-

letics are given during the school day many more students benefit from it. All students that are physically fit should take part in the game.

The valuation of districts is very inconsistent. District B has a valuation of $741,368 while I, has a $3,775,000 valuation. Both schools support a five teacher system. The high school mill levy in B would be considerably higher than I. Two similar schools will be compared for annual cost of instruction per student. Rural High School I has a valuation of $3,775,000 with 3.5 mill levy, five teachers and 45 students. Rural High School H has a valuation of $2,066,031 with 6.0 mill levy, five teachers and 80 students. District I spends $292.94 per year for each student enrolled. District H spends $150.42 per year for each student enrolled. According to the United States Bureau of Education, the average cost per student annually is $185.74. The writer is led to believe the great difference in cost per student in schools H and I, is due to the difference in enrollment. The plan of redistricting provides to consolidate A and I, which will be called I". District I" would have at least 83 students and the cost per student would be reduced. Districts G and H would be consolidated into district H". H" would have at least 93 students enrolled.

In general the larger school has lower costs per pupil enrolled. Yet the large school has a better building, better equipment, and better trained teachers. The larger schools provide better training for students. There may be disadvantage in a very large school, but Republic County need not be concerned for some time of having too large school systems. Swanson (21) shows the average cost per pupil in class A high schools to be $107; in 45 nonaccredited schools with fewer than 25 pupils to be $215 per pupil.

CURRICULA

Since the county is largely rural the school emphasis should be placed on agriculture and homemaking. Swanson (21) shows most former high school students in the following activities:

Farming boys----------24.5%; girls----------1.1%
In college----------29.42%; girls----------27.44%
At home----------14.0%; girls----------28.6%
Teaching----------2.5%; girls----------17.1%

A small per cent of the former students were in miscellaneous activities. The curricula should be elastic from one community to another. It should be changed within the school system from time to time. A great task is before us to readjust the school to meet the new and changing con-

Table V. Curricula

School District	A	B	C	D	E	F	G	H	I	J	K
General	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Preprofessional		Yes	Yes	Yes	Yes	Yes		Yes			
Normal		Yes				Yes		Yes			
Commercial			Yes		Yes	Yes		Yes			
Vocational			Yes			Yes			Yes		
Subject units											
Manual Training		2	2		2	2		2	3	2	
Domestic Art		1	1		1	2		2	1	1	
Domestic Science		1	1		1	2		1	1	2	
Agriculture		1	1	1	1	1		1	1		1
Typing		1	1		2	2		1	2	2	2
Bookkeeping	1		1	1	1	2		1	2		1
Shorthand					1	2			2		
Business Arith.	1			½	1	1			1		½
Commercial Law					½			½	½		½
Economics	½				½			½		½	½
Biology	1				1	1			1		
Physics	1	1	1	1	1	1	1		1	1	1
Mathematics	2	2	2	2	3	3	2	2	3	2	2

ditions.

Eleven schools in the county offer a general course, which really prepares the student for no specialized field of activity. The curriculum divided among a number of unrelated subjects--English, languages, history, mathematics and science.

Six schools offer pre-professional courses. All schools in the county should offer this course. High school boys who will enter college make up 29 per cent, and girls 27 per cent of the student body.

Three schools offer normal training. This course is useless at present. The standards for elementary school teachers have been raised so that the prospective teacher must attend college. This course should be discontinued in Kansas high schools.

Schools offer too little thrift training to the pupils. They should be taught to spend their money wisely, keep it safely and invest it successfully. Only five schools in the county offer commercial courses.

The schools should put more emphasis upon vocational subjects. Three schools offer vocational subjects, however, none offer vocational agriculture or vocational homemaking. A large per cent of the boys will return to the farm. However these boys get very little training for this important work. Vocational agriculture provides good business train-

ing in the project work. It should be offered during the first two years of high school.

Nine of the districts in the county offer one year of agriculture. Schools G and J offer no agriculture and are schools with less than 100 students. In the new plan all districts would offer four units of vocational agriculture. This would prevent part of the students from dropping out between elementary and high school.

None of the schools in the county offer vocational agriculture while Kansas has 121 schools offering this course. The county has not progressed as rapidly as the State in this respect. The following chart by Davidson (6) shows State and Federal aid in vocational agriculture:

Teacher's Salary	Time	State & Federal Aid
$2,000.00	Full	$1,100.00
2,000.00	Half	700.00
1,620.00	Full	810.00
1,620.00	Half	580.00

A salary raise of $50 by the district is matched by $50 State and Federal aid. However the teacher must have a year's successful teaching experience and eight hours of graduate credit for each State and Federal raise.

The 45 schools offering vocational homemaking take up all available State and Federal funds. In the proposed plan it will be necessary to adopt the three year plan as suggested by Rust (17). This plan is as follows:

Clothing and related units --- first semester
Foods and related units ------ second semester
Related Art ---------- third semester
Home living ---------- fourth semester
Foods and Nutrition ---------- fifth semester
Clothing and Textiles -------- sixth semester

Of the eleven schools in the county, four offer no Home Economics. No school offers vocational Home Economics. In the seven schools which offer Homemaking in some form, the course consists chiefly of sewing and cooking. Two schools have two years of sewing and five schools have one year. Two schools have two years cooking and five offer one year.

A large percentage of the high school girls return home, yet in Republic County they are getting little education in Homemaking. The Homemaking course should include related sciences, child care, conservation of the family income, selecting, purchasing, remodeling, and making over of clothing. In some schools the lunch room becomes a problem of the Homemaking class.

Manual training meets the needs of a community, which has a furniture factory. One year of such a course may be justified in rural communities. However six schools in the county offer two credits and one offers three credits. School I, offering three units, is a rural high school with 45 students enrolled. These students will derive little practical value during the second two years.

Three schools offer one year of typewriting and five offer two units. All schools in the county should have at

least one unit. Six schools offer one year of bookkeeping and two offer two years. It is desirable for all schools to offer one unit. This subject should be made more practical. One school has one year of shorthand and two schools have two years. It is doubtful if shorthand is of practical value, except in F, which is the county seat city. One year of business arithmetic is offered by four schools and two offer one-half unit. One unit is desirable for all schools. One-half unit of commercial law is offered in four schools; it should be offered in all schools. Five schools offer one-half unit of economics; all schools should offer one-half unit. One unit of biology is offered in four schools. Ten schools offer physics. A good course in biology and in physics should be offered in all schools. It would help train the following students: boys taking agriculture, girls taking homemaking, and students taking pre-professional courses.

Eight schools offer two years of mathematics. Three of these schools have three units of mathematics. One rural high school with 45 students has third year mathematics. This school should discontinue third year mathematics. Third year mathematics is desirable for students taking pre-engineering, however two years should be sufficient mathematics in a small school.

TEACHING LOAD

As shown in the School Review, 1923 (19), the North Central Association of Colleges and Secondary Schools has standard regulations concerning the teaching load and size of classes. The salient clauses of these standards read: "The number of daily periods of classroom instruction given by any teacher shall not exceed five. In interpreting this standard in connection with laboratory work in science and in connection with study room supervision, no combination of such work amounting to more than 35 periods per week (shall) be required of any teacher.---In general, no teacher of academic subjects should be assigned more than 15 student-hours of class instruction per day.---No school whose records show an excessive number of pupils per teacher based on average attendance shall be accredited."

One teacher in the county has seven subjects and one extra-curricular activity. This teacher is overloaded with subjects, however no class is larger than eleven. The next highest number of subjects taught by any teacher is six. This school has eight periods a day, which does not overload the teacher. State laws provide that a teacher may teach five-sixths of the school day.

The School Review, 1923 (19), shows the size of the class varies the teachers load. A small class is one with

Table VI. Teaching Load

School Dist.	A		B		C		D		E		F		G		H		I		J		K	
	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II
1.	5-1		4-1		3-2		4-1½		3-0		3-1		7-1		4-1		4-2		2-2		4-1	
2.	5-2		4-1		5-0		5-½		4-2		5-0				5-1		4-1		5-2		5-2	
3.			4-1		4-1		4-2		4-2		5-0				4-1		5-1		5-1		4-2	
4.			4-0		5-1				5-1		5-0				4-1		5-1		6-1			
5.			5-0		2-2				5-0		4-2				5-½		5-1					
6.									5-0		5-1											
7.									1-2		5-1											
8.											5-1											
9.											5-											
10.											5-1											
11.											5-2											
12.											3-0											
											3-0											

I--------Subject

II--------Extra-Curricular Activities

less than 20 students, a medium class 20 to 30 and a large class more than 30. The medium-sized class is the most satisfactory to teach. Some of the advantages of a small class are:

1. Pupils are called upon to recite often.
2. Pupils put forth more effort.
3. It is better for backward or dull pupils.
4. It is not as fatiguing for the teacher.
5. The class is industrious and quiet.
6. There are less papers to correct.
7. Teacher has individual and personal contact with pupils.

Some of the advantages of large classes:

1. They are more interesting.
2. The students have inspiration.
3. The teacher does not have to work to keep up interest.
4. There is better response from pupils.
5. Each pupil challenges another to recite.

Most classes in the county are medium or small. However E and F have some medium and large classes.

There are 48 full time high school teachers in the county of which 25 have five classes, 17 have four, three have three, one has two, one has six and one has seven. Those teaching two and three classes a day are principals. These 48 teachers are not overloaded with extra-curricular activities, 12 having two, 24 having one, nine having none, one

having one and one-half, and two having one-half.

EXTRA CURRICULAR ACTIVITIES

The time spent on outside activities is often as valuable as time spent in the class room. The qualities of students are often determined by the ways in which they spend their leisure time. Our living is so complex that we cannot train the youth, only by a number of school subjects. Some of the outside activities, such as music have found their way into the high school curriculum. The public is becoming educated to the fact that play is a necessary re-creation. Some of these activities need very strict supervision; especially is this true of athletics. Men not in school were often allowed to play on high school teams. This attitude is changing, and only eligible students may represent the school. Emphasis is being placed upon the physical development of all students.

A survey by Judd (12) of children at play in New York City shows the following: "--altogether 696 children, 447 boys and 249 girls, were observed one and one-half hours after school for a week; of the total 40 per cent, 262 were doing nothing. Especially significant is the fact that 168 of the 262 idling boys and girls were idling in groups. Here is where mischief usually starts. A majority of those walking, 203 were in reality idling. Fifty-six or eight per cent of the children were playing football and basket-

Table VII. Extra-Curricular Activities

School District:	A	B	C	D	E	F	G	H	I	J	K
Athletics	$35-C	$5-C	$40-C	$5-P	$100-C	$00		$30-C	$00	NOT AVAILABLE	$5-P
Dramatics	$12-P	$90-P	$8-P	$65-P	$100-P	$700-P	$25-P	$110-P	$125-P		$65-P
Parties	$15-C	$15-C		$10-C	$25-C	$127-C	$10-C	$40-C	$20-C		$10-C
Commencement	$30-C	$35-C	$30-C	$35-C	$30-C	$50-C		$25-C	$25-C		$20-C
Debate						$50-C		$25-C	$25-C		
Glee Club	$20-C	$12-C	$10-C	$5-C	$50-C				$10-C		
Talking Machine						$5-C					
Radio					$5-C	$00		$00			
Orchestra		$00	$10-C		$25-C				$10-C		
Hi Y					$14-C	Stand			$00		
Girl Reserves		$9-C			$14-C			$31-C			
Camp Fire			$5-C								
Year Book					$200-C						

C----------cost

P----------profit

Stand------candy, pop, etc., stand

ball and 22, or a fraction over three per cent were occupied in other games. A play life of which idling and walking are the chief features indicates that the community is not discharging its plain duty with respect to the boys and girls."

A survey of Cleveland schools showed: "Forty-one per cent of 7,358 were playing by doing some of the following things: fighting, teasing, pitching pennies, shooting craps, stealing applies, "roughing a peddler," chasing chickens, tying a can to a dog, etc.; but most of them were reported to have been fooling--not playing anything in particular."

The conditions in a rural community would be considerably different. However play conditions could be greatly improved in rural districts.

One school in the county was unable to give the costs of extra curricular activities. The average deficit on athletics per year is $19.09--the highest being $40.00 and one school showing a profit of $5.00. Two schools had a balance of money received and spent, and one school spent no money on athletics. It is reasonable for the district to spend money on athletics, but it should be used to buy equipment. The writer is led to believe that most of the money was spent for athletic teams.

Small schools of about 50 students should have an all-class play for each class. In schools of 100 or more students it would be well to have an all-school play and class

plays as follows: one for seniors, one for juniors, two for sophomores, and two for freshmen. These plays should have from ten to fifteen characters. The quality of the plays should be increased by spending part of the profits for royalties. Part of the money should be used for class and school parties. The average profit on dramatics was $130 with a maximum of $700 and a minimum of eight dollars. Dramatics give the students poise and expression. For this reason they should be encouraged.

Each class should be limited to two class parties, and two all-school parties a year. These parties should be limited to high school pupils and faculty members. The faculty should enter into the games with the students, instead of visiting in groups. Party costs varied from $10 to $127 with an average of $28.77. The schools that spend $127 averaged fifty cents per pupil, while the schools that spent $10 averaged ninety-one cents per pupil.

Some high schools do not have outside speakers. The senior class should be responsible for the commencement program. This training is desirable for high school seniors, and is good economy. Commencement costs vary from $20 to $50 with an average of $28.77. This is about the sum a school should spend for a commencement speaker.

There are but three schools that stress debate. More schools in the county should offer debate. School F spends $50; H, $25; and I, $10 per year on debate.

There is one school, E, that has a year book, which costs $200 per year. The year book should be a cross section of the entire school, rather than only the senior class.

Six of the schools have glee clubs. They spend an average of $17.83, the highest being $50, and the lowest $5. It would be desirable to spend at least $15 each year for music.

School F has a talking machine. It costs about $5 to operate the machine. A talking machine should be in every school that offers music.

Three schools have radios. They are very desirable for music, science, and social science class. The radios are new, and are of little expense. These schools have electric lights, and the cost of electricity for radios is not known. The operating costs other than electricity, was $5 in one school and two had no other expenses.

Four of the schools have orchestras. The average cost is $11.25, the highest being $25 and the lowest cost being $10.

Three schools have Hi-Y organizations. The most money spent was $14. One school has a candy stand that pays Hi-Y expenses, while in one school it costs nothing.

Three schools have Girls Reserve. The highest cost was $31.50 and the lowest $9.00, with an average of $18.16.

School C has a Camp Fire Girls organization and spends $5 per year.

The extra curricular activities that will be offered the county under the proposed plan will vary from one school to another. The activities to be offered should come from the student body, however they may be proposed by the faculty. If students lose interest in an activity, it should be allowed to disband.

LOOKING TO THE FUTURE

The schools having three or less teachers in Republic County are not meeting the needs of the pupils. Twenty-four per cent of the boys return to the farms. Twenty-nine per cent of the boys and 27 per cent of the girls enter college. Twenty-eight per cent of the girls return home. These small schools are not even meeting the needs of these three large groups, because they do not offer good courses in Agriculture, Home Making and Preprofessional courses.

Less money is being appropriated for the operation of schools for the term of 1932 and 1933, than has been for the past few years. This will further handicap the operation of the schools.

Number of High Schools

At present there are eleven high schools in Republic County. The four smallest schools have from 11 to 38 pupils, and from one to three teachers. In the proposed

plan these schools would be consolidated with larger schools. There would be seven high schools in the county. The children would be taken by busses from the disorganized district to the consolidated school.

Evaluation of High Schools

One district has a valuation of $741,368, has 73 pupils, and five teachers. One district has $3,755,000 valuation with 45 pupils and five teachers.

The school with the greatest valuation, $3,775,000, has an enrollment of 45 pupils, while a school of 254 pupils has a valuation of $2,980,826.

In the proposed plan all high school districts would have a greater valuation. The school with the largest enrollment would have the largest district. It would have 160 square miles, while now it has an area of 14 square miles.

Expanded Curricula

In the proposed plan each school would offer at least the curricula listed below. In this plan it would be necessary to alternate some of the junior and senior subjects. Schools having five or more teachers should add Bookkeeping, Stenography, Building Trades, or Machine Shop Trades. Which of these group electives should be added depends upon the community and student demands (20).

Constants

Subjects	Units	Subjects	Units
English	3	Civics	½
World History	1	Constitution	½
American History	1	General Science	1

Vocational Group Electives and Free Electives

Home Making (17)

Subjects	Units	Subjects	Units
Clothing and related units	½	Clothing and Textiles	½
Foods and related units	½	Biology	1
Related Art	½	Physics	1
Home Living	½	Algebra	1
Food and Nutrition	½	Geometry	1
		Electives	2

Vocational Agriculture

Subjects	Units	Subjects	Units
Agriculture	4	Physics	1
Algebra	1	Electives	2
Geometry	1		

Preprofessional Group Electives and Free Electives

Engineering

Subjects	Units	Subjects	Units
Algebra	1	Latin	2
Geometry	1	Physics	1
Algebra (Advanced)	½	English	1
Geometry (Solid)	½	Electives	2

Medicine

Subjects	Units	Subjects	Units
Algebra	1	Physics	1
Geometry	1	English	1
Latin	2	Electives	2
Biology	1		

Law

Subjects	Units	Subjects	Units
Algebra	1	English History	1
Geometry	1	Biology	1
Latin	2	Electives	2
English	1		

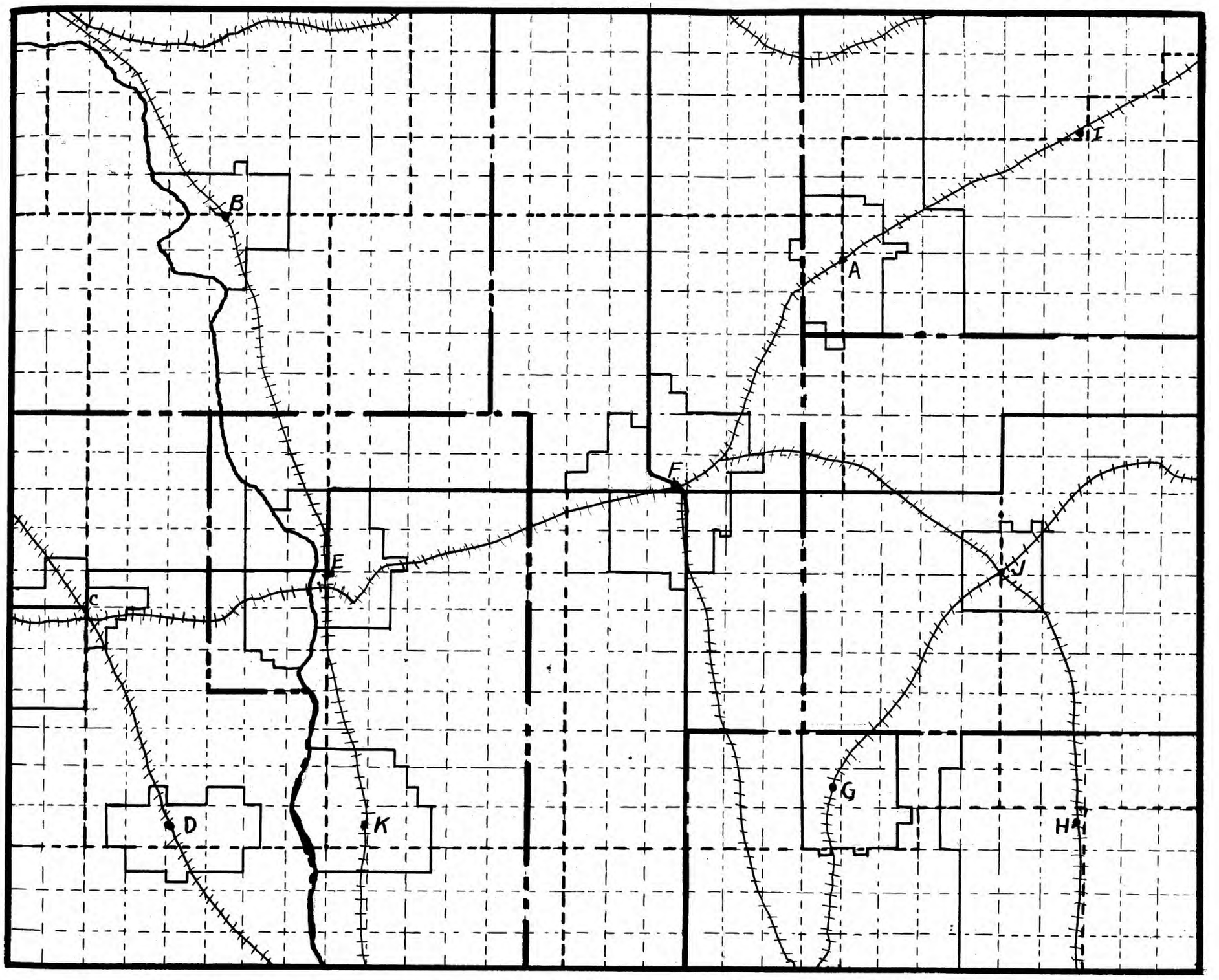
Business Administration

Subjects	Units	Subjects	Units
Latin	2	Physics	1
Algebra	1	English	1
Geometry	1	Electives	2
English History	1		

Teaching or Ministry

Subjects	Units	Subjects	Units
Algebra	1	Biology	1
Geometry	1	Physics	1
Latin	2	Electives	2
English	1		

Map of Republic County, Showing Each High School District



State Roads ---- County Roads — High School Districts
Proposed High School Districts A, B, C, -- Towns With High Schools

CONCLUSIONS WITH SOME RECOMMENDATIONS

The taxpayers of the United States are talking of County Consolidation, which may take place in the next few years. According to Governor Harry Woodring, the schools spend more than 40 per cent of the real estate taxes. This is the greatest item of expenditure in the State. The writer is lead to believe that consolidation should take place with the greatest items of expenditure. Consolidation would reduce taxes in city districts and improve the high schools as to wealth; value and stability of high school buildings, and grounds; school income; salaries, training, and experience of teachers.

The furnishings and equipment are inadequate. In some cases the schools do not meet state requirements and laws.

The county superintendent may change the school district boundaries with the approval of the county commissioners.

Having shown the inadequacies of the present high school system, and having shown the advantages of the proposed system, redistricting of Republic County should take place.

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